Teacher(s) Name: \_Amber Bozeman, Mackenzie Anderson, Troy Kleinmann \_\_\_\_\_\_

Thematic Unit Theme/Title/Grade Level:\_Viva La Florida/ European Effects on Florida / 4th Grade

Wiki space address: \_<http://ucfgr4vivalaflorida13fth.wikispaces.com/>\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Daily Lesson Plan Day/Title: \_Tuesday/European Effects on Florida

|  |  |
| --- | --- |
| Learning Goals/Objectives What will students accomplish be able to do at the end of this lesson? Be sure to set significant (related to SSS/CCSS), challenging and appropriate learning goals! | Learning Goal:  Students will better understand the history of Florida..  Learning Objectives:   1. Students will able to identify which nations had control over Florida before it became a U.S. territory. 2. Students will begin to understand the effect that Spanish rule had on the Florida natives. 3. Students will be able to identify when each nation had it reign over Florida. 4. Students will be able to read and produce a timeline. |
| **NCSS Themes**  **Common Core State Standards (CCSS)**  **Next Generation**  **Sunshine State Standards (NGSSS)** List each standard. Cutting and pasting from the website is allowed. [*http://flstandards.org*](http://flstandards.org)*.* | NCSS theme(s):   1. Time, Continuity, Change 2. Power, Authority, Governance   Common Core State Standard(s):   * RI.4.6: Compare and contrast a first hand and second hand account of the same event or topic.   Next Generation Sunshine State Standards:   1. SS.4.A.3.2: Describe causes and effects of European colonization on the Native American tribes of Florida. 2. SS.4.A.9.1: Utilize timelines to sequence key events in Florida history. 3. SS.4.A.3.7: Identify nations (Spain, France, and England) that controlled Florida before it became a United States territory. 4. SS.4.A.1.2: Synthesize information related to Florida history through print and electronic media. |
| **Assessment**   * How will student learning be assessed? Authentic/Alternative assessments? * Does your assessment align with your objectives, standards and procedures? * Informal assessment (multiple modes): participation rubrics, journal entries, collaborative planning/presentation notes, etc. | Unit Pre-Assessment:  Students will be given a multiple choice quiz. The quiz will have questions that will be covered throughout the week. The students will not be graded on this assessment; it is just to gauge the class’s prior knowledge. At the end of week the students will retake to the assessment. This will give insight into how the lesson was received by the class. Did they score higher than the first attempt?  Unit Post-Assessment:  The students will create a glog on an explorer, pioneer life, or modern day Florida. Students will be assessed on the content of the glog. Does the student have at least ten facts about their subject? Do these facts demonstrate an understanding? The glog is an alternative assessment to get students using technology.  *On-going* daily (progress-monitoring) Assessment:  At the completion of the lesson the students will be asked to put their heads down to perform the fist to five assessments. Putting their heads down will eliminate any embarrassment they may feel if they are having a difficult time around their peers. The student will be asked how they feel about today’s lesson. Do they understand? Do they feel they need more help? Do they feel they could help their classmates? Students will hold up the corresponding amount of fingers once their heads are down.  0. A close fist. The student feels they have no idea what was taught.  1. One finger. The student understands a little but needs more help.  2. Two fingers. The student feels they can do most of it but may still need help sometimes.  3. Three fingers. The student feels they have a strong understanding of what was taught.  4. Four fingers. The students feel they completely understand what was taught and feels they could help others. |
| Design for Instruction  Student Activities & Procedures   * What best practice strategies will be implemented? * How will you communicate student expectations? * What products will be developed and created by students? * Consider *Contextual Factors* (learning differences/learning environment/learning styles) that may be in place in your future classroom.  Exceptionalities What accommodations or modifications do you make for ESOL, Gifted/Talented students, Learning/Reading disabilities (SLD), etc. | 1. The lesson will begin with a quick review of yesterday’s lesson by having a quick discussion. The students will be asked questions such as:  * Can anyone name an explorer that we learned about yesterday? * Where did these explorers come from? * What were their motivations for coming to Florida? * Who named Florida and what does Florida mean?  1. Celebrate! Ask the class if anyone would like to come up and share their homework from last night. 2. The students will be presented with new information. The information will be on a prezi. The prezi will cover the effects that the Europeans had on the Florida Natives. Half way through the prezi the students will be asked to explain how they think the Natives felt about Europeans and what effects did they have on them and their tribes. Offer the students definitions to new words on the prezi such as immune. <http://prezi.com/ecq47kig6u1_/?utm_campaign=share&utm_medium=copy> 3. After the student have shared their thoughts. We will continue through the prezi where it will be explained how the Native American’s were effected by Europeans. 4. Once the prezi is complete students will analyze what they learned by completing a “T” chart. On the chart students will fill in on one side how coming to Florida affected the Europeans and on the other side how the Native Americans were affected. 5. Once the class has completed their individual charts the class will share some of the thing they wrote on their chart. The students who share will come to the IWB and write their answer on the correct side of chart on the board. **(ESOL)** 6. After the “T” chart is completed the students will be asked if they think there were positive effects that came from the European explorations. Ask students to explain their answer whether it is yes or no. 7. After the chart is complete have a student pass out the rubrics and directions for the project that will serve as their post assessment. Explain to the students that they will be making a glog. Pull up you example project of Juan Ponce de Leon. Explain to the class that a glog is a digital poster essential. The students will have the option to do a glog on an explorer, pioneer life, or modern Florida. Go over the rubrics and explain to the students what they need on the glog to receive maximum points. Students will be have time in class to research their explorers and work on the actual glog. 8. Students will begin to put together their timeline that they began taking notes for yesterday. Explain to the students that they will be using their notes from today and yesterday to put their time like together. 9. Conclude by reading of *The Early People of Florida* by Eva Deutsch Costabel. Ask the class if anyone would like to come sit in the reading chair and read to class. (this will help struggling reader because it will be modeling reading and they won’t have to read alone.) 10. Student will be given time later in the day to research information for their glog. |
| Resources/Materials | * “T” chart worksheet * Glue * Markers * Prezi * Interactive White Board * Poster board * Duct tape * Scissor * Computer |

Discussion Notes: Ideally students would take a Field trip to St. Augustine which would allow them to see historical sites for themselves. This would bring history alive for them.